DOCUMENT RESUME

ED 355 831 FL 021 110

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TITLE Second Language Classrooms. Research on Teaching and Learning.
REPORT NO ISBN-0-521-33980-4
PUB DATE 88
NOTE 193p.; Cambridge Applied Linguistics series.
AVAILABLE FROM Cambridge University Press, 40 West 20th Street, New York, NY 10011.
PUB TYPE Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Classroom Environment; Feedback; *Language Research; Oral Language; Outcomes of Education; Research Methodology; *Second Language Instruction; *Second Language Learning; *Student Behavior; *Teacher Behavior; *Teacher Student Relationship; Teaching Methods

ABSTRACT

Recent classroom-centered research and its implications for the teaching and learning of languages are reviewed in this book. It synthesizes and evaluates critical research about the way student and teacher behaviors affect language learning, and discusses research methods. Chapters explore the following topics: (1) major issues in second language classroom research; (2) classroom research methods (e.g., general methodological issues, research traditions); (3) teacher talk in second language classrooms (e.g., amount and types, modifications in teacher speech and discourse); (4) learner behavior in second language classrooms (e.g., language production, input generation, learner strategies); (5) teacher and student interaction in second language classrooms (e.g., choice of language, questioning behavior, feedback); (6) learning outcomes (e.g., formal language instruction, classroom interaction); and (7) directions for research and teaching (e.g., methodological issues, value of instruction, variables). Contains approximately 400 references. (LB)

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